

Arts Integrated Lesson Plan



ART FORM:
Dance



SUBJECT AREA:
Reading

Lesson Title:

Dancing through the night

Grade:

1

Contributor, School:

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Time Frame:

60 minutes

State Curriculum Content Standards, Indicators, Objectives

Dance Content Standard

3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.

Reading Content Standard

1.0 General Reading Processes

Students will use a variety of strategies to understand what they read (construct meaning).

Topic E: General Reading Comprehension

Dance Content Indicator

3.2 Develop the ability to combine the elements, aesthetic principles, and choreographic forms of dance to communicate meaning.

Reading Content Indicator

1.E.4 Use strategies to demonstrate understanding of the text (after reading).

Dance Content Objective

3.2.a Communicate movement ideas using combinations and variations of the elements of dance.

Reading Content Objective

1.E.4 b Describe what is directly stated in the text (details, literal meaning).

Objective(s) (Connecting the content areas)

Students will be able to identify important vocabulary from the story text in order to express story themes using the elements of dance in a movement sequence.

Key Arts Vocabulary

body, space, time, energy, elements, expression, movement, locomotor movement, non-locomotor movement, shape

Key Reading Vocabulary

theme, descriptive, key words, important, vibrant, main character(s)

Prior Knowledge Students Need for This Lesson

Arts

- Understanding and exposure to basic elements of dance (i.e., movement, body, space, time, energy)
- Cooperation exhibited when partnered with another student

Reading

- Basic understanding of action, descriptive words, and theme in a story

Materials and Resources

Materials and Resources for the Class

- *Little Night* by Yuyi Morales
- Elements of Dance poster

Materials and Resources for the Teacher

- *Little Night* by Yuyi Morales

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- Motivation (5 min.)—Engage students by playing the game *Simon Says*. After spending 1–2 minutes playing the regular way, add a variation, injecting shape, line, energy, locomotor, and non-locomotor movement.
- Modeling (10 min.)—The teacher will use the Elements of Dance poster to review with students as he/she demonstrates movement phrases that show the elements (body —head, arms, legs, torso, feet, shape; space—high, medium, low levels, direction, locomotor/non-locomotor movement; energy—smooth/sharp; time—fast/slow). Students will watch the teacher and then repeat the movements.
- Guided Practice (15 min.)—Read aloud the story *Little Night* and point out examples of vibrant words that are important to the story (e.g., with her *shiny comb* she *untangles* the *knots*). As each page is read, stop and have students select key words from the text, producing a list of vibrant words. Review the list of words at the conclusion of the story and discuss which words best describe the two main characters, Mother Sky and Little Night. Have the class come up with a movement to show one word from each character's list. Have the students select a dance element to enhance the important word movement.
- Independent Practice (15 min.)—Partner students together in roles of Mother Sky and Little Night (students can pick moon/sky papers from a basket). Ask students to select four important story words from a class-produced list on chart paper. Students will write four words (two words for each character) on sticky notes. Each pair of students then creates movement for each word. Students decide whether both students will be the same character, or if one will be the Sky and one the Night. When the basic movement has been created, have them add a different element of dance to interpret each word. Write the element on sticky notes. Put the important word sticky note and dance element word sticky note side by side while students practice movement phrases for each word. Assist where needed and remind students that their dances should be reflective of actions and descriptions from the text, while using the dance elements demonstrated earlier in the lesson. Refer to the Dance Elements chart.

Closure/Summary

Closure/Assessment (15 min.)—Student partners will demonstrate movement phrases. The class will try to guess which parts of the story, or which key vocabulary, were being interpreted. The class will also identify which elements of dance were used. After each group performs, the class will use PQP (Praise, Question, and Polish) and the rubric below. Celebrate successes. Discuss what could have been clearer and what still needs work.

Assessment (Description/Tools)

Students will use PQP (Praise—what students did well; Question—what was unclear or needs to be revised; Polish—what needs to be added).

Students will also use the following rubric:

- ☺ 3: Dance clearly demonstrates words and actions from the story.
Dance uses four or more elements of dance.
- 2: Dance demonstrates some words and actions from the story.
Dance uses two or three elements of dance.
- ☹ 1: Dance does not demonstrate words and actions from the story.
Dance uses zero or one element of dance.

Lesson Extensions

Keep the vocabulary chart up and discuss the descriptive words from the text. Reread the text and ask students to choose words specifically from the beginning, middle, and end of the story. Have students work in small groups of three or four and assign each group a part of the story to summarize using four key words for each section. Have each group perform and then have them assess as mentioned earlier. Students will try to guess which part of the story each group's performance illustrates (i.e., beginning, middle, end). Finally, the class can dance the book in its entirety by having all beginning of the story dancers perform first, followed by middle of the story groups, and ending with the end of the story group. One final extension could be to do it all again using background instrument music that captures the essence of the story.